

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Frisby Church of England Primary School

Vision

Growing with hope, serving with compassion, transforming with humility.

Frisby Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The Christian vision and values shape decision making at every level. They create a shared purpose that anchors leaders through change and challenge.
- 'Serving with compassion' is lived consistently in routines and relationships, creating a culture where people are known and included. Consequently, pupils learn well, know they belong and flourish in character. Within this culture, pupils who face particular challenges receive thoughtful, tailored support so that they thrive alongside their peers.
- Collective worship is inclusive and inspires pupils and adults. It provides significant opportunities for personal spiritual growth, reflection and response.
- Partnership with the trust and the church supports leaders and staff to make the vision a living reality. As a result, pupils and adults' flourish.

Development Points

- Strengthen planned provision for pupils to explore justice so they develop a deeper understanding of fairness, advocacy and responsible action.
- Further develop opportunities for pupils to encounter the diversity of Christian belief and practice. This will enable them to understand how Christians live out their faith in different ways.



Inspection Findings

Vision and Leadership

The Christian vision enables pupils and adults to flourish because it shapes decisions, relationships and expectations. Leaders use the vision to respond thoughtfully to the school's context and create a culture where pupils and adults are known and loved. Leaders act with compassion and have high aspirations for pupils. Decisions such as developing The Orchard, a resource base for pupils with additional needs, illustrate the vision in action. Parents describe consistent care and support. This strengthens trust and reinforces the school's inclusive, community-focused culture. Partnerships with the trust and the church offer expertise and thoughtful challenge, enabling leaders to embed their vision consistently across school life. Lived through values such as compassion, respect and responsibility, pupils treat each other well. They resolve differences restoratively and take responsibility for their choices. During recent challenges, the vision has anchored leaders, shaping their response and ensuring decisions remained consistent with the school's core purpose. The impact is a calm, inclusive culture where pupils and adults' flourish.

Vision and Curriculum

Leaders set a curriculum where rigour and character formation are held together. In doing so, they express the Christian vision in the daily experience of pupils. For example, pupils in Year 5 are invited to a trust-wide debating event. As a result, their confidence and resilience are strengthened, enabling them to live out the vision by speaking with hope and compassion. The curriculum is shaped by high aspiration, compassionate support and opportunities that foster resilience. Tailored support for pupils with diverse needs creates strong opportunities for flourishing. The wider curriculum offers purposeful personal development that turns hope, compassion and responsibility into daily practice. Pupils engage with texts from varied cultures and perspectives, deepening their understanding of cultural and ethnic diversity. This means that they develop respectful attitudes. An approach to spirituality encourages pupils to look beyond themselves, reflect deeply and respond with thoughtful action. However, this is not fully embedded across the curriculum. This limits planned opportunities for reflection, awe and wonder as well as thoughtful response. The partnership with the trust enhances curriculum design and provides strong professional development, enabling staff to maintain ambition for pupils.

Worship and Spirituality

Collective worship is a treasured part of the school day at Frisby and strengthens the school's sense of community. Its weekly pattern gives pupils a clear structure that supports engagement with stillness, story and reflection. The spiritual flourishing of pupils and adults is developed through looking inward, outward and beyond. They consider their feelings, show kindness to others, and explore wider questions of meaning during worship. As a result, worship shapes their choices and encourages empathy, patience and reflection. Christian values, music, prayer and biblical themes support pupils in making thoughtful links with their own lives. Class worship books show strong evidence of this developing character and spiritual growth. Pupil reflections highlight worship's encouraging influence, including comments such as "You know that God will always cheer you on." The impact of worship extends beyond school. Pupils share what they have experienced in worship in the home. Adults value worship as a calm space that supports their wellbeing and shared purpose. Partnerships with the local church deepen understanding of Christian teaching and prayer.

Vision and School Culture

The culture, rooted in the vision, shapes daily interactions and creates a community marked by compassion, responsibility and respect. The school's commitment to serving with compassion is lived out through thoughtful, relational support that meets families at their point of need. Parents describe the school as 'an extended family'. This strong partnership between parents and school ensures pupils are valued and develop confidence in themselves and others. Pupils talk confidently about being included, listened to and treated with dignity. This strengthens their sense of belonging. Staff provide careful, personalised support for vulnerable pupils, including



those with special educational needs and/or disabilities or those joining after unsettled schooling. This targeted support ensures that pupils settle quickly and rebuild trust in learning and relationships. Leaders ensure that staff are treated well. Clear communication and practical workload measures contribute to this. Staff voice is acted upon. Supervision sessions now take place in a confidential space where concerns can be shared and practice reflected upon. These methods support their wellbeing and strengthen the consistency of care offered to pupils. Professional development values individual strengths and builds resilience across the team.

Vision, Justice and Responsibility

The Christian vision, particularly the call to serve with compassion, shapes a culture of justice and responsibility. Pupils understand justice as fairness that includes everyone but acknowledges that some people need more support to flourish. Experiences across worship, the curriculum and wider school life introduce pupils to role models who challenge injustice. However, such opportunities are not consistently offered to enable pupils to consider how they might meaningfully learn from these examples. A recent art and spirituality day supported the exploration of courage and service, with pupils planning simple acts of kindness. These experiences build confidence, widen perspectives and cultivate a habit of compassionate action in everyday interactions. Pupils contribute to charitable and environmental activities. Alongside this, leadership roles, the buddy system and mixed-age friendship groups give pupils structured opportunities to act responsibly and support others. All these activities and roles strengthen pupils' confidence, but they do not lead to sustained advocacy or independent action. Partnerships with the church and the trust broaden community awareness and reinforce shared responsibility. As a result, pupils engage with local needs and act responsibly.

Religious Education

The RE curriculum is effective because it is well sequenced and aligned with the school's Christian vision. It enables pupils to develop secure knowledge of Christianity and a range of faiths and worldviews. This strengthens their understanding of belief and diversity. Thus, enabling them to grow with hope and understand the vision more deeply. However, opportunities are limited for pupils to explore the breadth and diversity of Christian practice. Key concepts, such as the Trinity, are revisited across year groups, enabling pupils to build understanding over time. They demonstrate impressive recall and apply this knowledge well. Opportunities for pupils to reflect, wonder and act are intentionally woven through the RE curriculum. As a result, the subject has a profound impact on the spiritual development of pupils. Adaptations for those with additional needs ensure that pupils engage meaningfully with the curriculum, whatever their starting points. Leaders and the trust provide high-quality professional development and resources which strengthen teachers' confidence and subject knowledge. This contributes significantly to the effectiveness of the curriculum.

Information

Address	Hall Orchard Lane, Frisby-On-The-Wreake, Melton Mowbray, Leicestershire LE14 2NH		
Date	3 February 2026	URN	139744
Type of school	Academy	No. of pupils	106
Diocese	Leicester		
MAT	Rise Multi Academy Trust		
MAT Chair	Stephen Adshead		
Headteacher	Charmaine Ainge		
Chair of Governors	Simon Bailey		
Inspector	Emma Darragh		